

Education

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Engaging Aboriginal Students in School Life A Message from the Minister

Aboriginal Education continues to be a priority for Manitoba Education and for the Manitoba government as a whole. This involves working collaboratively with local, regional, and national partners to create opportunities and experiences that engage and honour First Nations, Métis, and Inuit students.

Engagement in learning is critical to academic achievement and overall student well-being. Student engagement is a multi-faceted concept that encompasses both the academic and social aspects of learning. It is reflected in student attendance, enthusiasm, performance, and participation in school activities, including extracurricular activities and career exploration. It is also visible in the quality of relationships that students have with their peers and adults in the schools and other places of learning.

Promoting student engagement begins with welcoming students and their families to schools in ways that make them feel safe and respected. Students benefit from a sustained, trusting relationship with a caring adult in the school. Learning about one's culture and connecting to one's heritage and community supports the development of students' self-identity, self-worth, confidence, and success.

Through Manitoba Education's *Building Student Success with Aboriginal Parents* program, many schools across the province continue to build supportive, trusting relationships with Aboriginal parents, enabling and assisting them to have greater engagement in the education of their children and greater involvement in school.

This work is further complemented by initiatives that are intended to increase the representation of Aboriginal perspectives and people in the curricula and schools. Treaty Relations Education is one such example, where Manitoba Education, working with the Manitoba First Nations Education Resource Centre (MFNERC) and the

Treaty Relations Commissioner of Manitoba, developed a teacher support document for the Grades 5 and 6 Social Studies curriculum on the history and significance of treaties in Manitoba. Another example is the full-credit course *Grade 12 Current Topics in First Nations, Inuit, and Métis Studies*, which supports the empowerment of students through the exploration of the histories, traditions, cultures, world views, and contemporary issues of Aboriginal peoples in Canada and the world. The Grades 9 and 11 teacher resource guide and DVD *From Apology to Reconciliation: Residential School Survivors* is currently being finalized. This resource will help social

studies teachers address the topic of residential schools in a deeper and more meaningful context. Manitoba also continues to work on a variety of fronts with its partners to increase the number of Aboriginal teachers in our schools.

Manitoba Education's Aboriginal Academic Achievement Grant is intended for schools and teachers with programming that targets success for Aboriginal students. Schools have undertaken a variety of positive initiatives, including Early Years learning support, language and mathematics programming, artists in residence, and a variety of cultural programming infused into the curricula. Another key support for teachers includes professional learning opportunities. *A Journey from Cultural Awareness to Cultural Competency* is a four-day professional learning initiative intended to enhance teachers' confidence and capacities to include Aboriginal perspectives in the curriculum as well as in instructional practices.

The success of our efforts to improve student engagement and achievement is based upon respectful relationships and partnerships between Manitoba Education and schools, students, families, Elders, and the community, including the many partner and stakeholder organizations. Working in partnership helps us to understand different perspectives, and to improve the quality of resources and initiatives that strengthen places of learning and help all students thrive.

Nancy Allan
Minister of Education

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WebCT Courses Upgraded to Blackboard Learn 9.1

By Donald Girouard and Howard Griffith

Manitoba Education has upgraded the Blackboard/WebCT CE6 platform to Blackboard Learn 9.1. This new learning management system (LMS) was made available to teachers in Manitoba high schools and Adult Learning Centres in January 2012.

The migration team worked hard since the summer of 2009 to get the new environment ready for January 2012. New hardware and communications technologies have been installed and tested at MERLIN. The master courses have been transferred, edited, and tested to ensure functionality in the new environment.

The new Blackboard LMS has a Web 2.0 look and feel, with a focus on active and collaborative learning for students. This allows teachers to use tools such as wikis, learning journals, blogs, and YouTube mashups. Some other new features include a drag-and-drop interface, contextual drop-down menus, and a tool for checking plagiarism, plus improved accessibility for the visually challenged. The new interface is designed to foster student engagement while improving the teaching experience.

Teachers continue to use the WBC Request System (WBCRS) in order to obtain courses in the new Blackboard system. The link to the WBCRS can be found at <www.edu.gov.mb.ca/k12/dl/wbc/index.html>.

To support teachers in this transition, several workshops for teachers have been posted at <www.edu.gov.mb.ca/k12/dl/wbc/training_workshops.html>. Registration is done through the Workshop Registration System at <<http://web16.gov.mb.ca/workshops/>>.

For more information on the new Blackboard, visit <www.blackboard.com/Platforms/Learn/Overview.aspx>. You can also see a preview of some of the courses at <<http://bblearn.merlin.mb.ca>>.

For more information, contact

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Distance Learning—What's New!

The following new/revised Independent Study Option courses are now available:

- ▶ *Éducation physique et Éducation à la santé, 11^e année*
- ▶ Grade 11 History of Canada
- ▶ *Éducation physique et Éducation à la santé, 12^e année*
- ▶ Grade 9 Electricity/Electronics Technology
- ▶ Grade 10 Electricity/Electronics Technology

New
Grade 12
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The learning resource store
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Foundations of Mathematics 12 Nelson Education
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Grade 12 Essential Mathematics (405)
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MTBB #13516 Student Resource – electronic version
MTBB #13517 Student Resource – print & electronic

Grade 12 Pre-Calculus Mathematics (405)
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MTBB #13626 Student Resource – print version
MTBB #13627 Student Resource – electronic version

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Everyone's Business: Aboriginal Education in Manitoba

By the staff of the Aboriginal Education Directorate

This is an updated version of an article originally published in the Fall 2010 edition of the MASS Journal.

Aboriginal education is one of Manitoba Education's key priorities. The Department and many partner organizations, including a number of school divisions, are involved in a variety of initiatives that not only aim to close the educational gap between Aboriginal and non-Aboriginal learners, but also help non-Aboriginal students, educators, and the public be better informed about Aboriginal culture, history, and education.

Manitoba Education wants to see increased Aboriginal student success. Objectives leading to this goal are outlined in *Bridging Two Worlds: Aboriginal Education and Employment Action Plan (AEEAP) 2008–2011*. The AEEAP builds upon the former *Aboriginal Education Action Plan 2004–2007*, complementing existing activities with new opportunities. The publication is available in English at <www.edu.gov.mb.ca/abedu/action_plan/index.html> and in French at <www.edu.gov.mb.ca/cfpa/plan_action/index.html>.

Coordinated by the Aboriginal Education Directorate, the AEEAP is a multi-departmental plan involving

- ▶ Aboriginal and Northern Affairs
- ▶ Advanced Education and Literacy
- ▶ Education
- ▶ Entrepreneurship, Training and Trade
- ▶ Healthy Living, Youth and Seniors

As Minister of Aboriginal and Northern Affairs, the Honourable Eric

Robinson has special responsibility for Aboriginal education. Manitoba Education works closely with Aboriginal and Northern Affairs on Aboriginal education. Some activities being undertaken by Manitoba Education are described in the following paragraphs.

Key investments

Manitoba Education's key investments that lead to student success in Aboriginal education include the following:

- ▶ The Aboriginal Academic Achievement (AAA) Grant is provided to school divisions to assist with current programming or the implementation of new programs that target academic success for Aboriginal students.
- ▶ The Building Student Success with Aboriginal Parents (BSSAP) Fund supports 45 projects in 19 school divisions with a focus on languages and cultures of Aboriginal students through building partnerships

with Aboriginal parents and communities. Project schools have the opportunity to gather annually to share best practices. A DVD highlighting five successful BSSAP projects was developed. More details about the project can be found online at <www.edu.gov.mb.ca/bssap/index.html>.

Data and research

Increasingly important are data and research that help to drive decisions regarding Aboriginal education and policy directions. Manitoba Education is involved in the following:

- ▶ Aboriginal Identity Declaration (AID) collection is conducted, in partnership with schools and school divisions in the provincial school system. Through the collection of AID data, the Department is better informed about the number and location of Aboriginal students in the provincial school system, and can better assess various dimensions of Aboriginal student success. This declaration project has become more successful through increased efforts of AID promotion throughout the province.
- ▶ The Aboriginal Teachers' Questionnaire (ATQ) gathers information on the number and location of self-identified Aboriginal teachers across the province. The ATQ was initially distributed in 2006. A follow-up ATQ was distributed in 2009. Information received through the ATQs was analyzed and reported back to

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ESD Update

By Carolee Buckler, ESD Coordinator, and Anne MacDiarmid, ESD Consultant

Sustainability and Education Academy (SEdA)

Chuck Hopkins and Gerry Connelly, co-directors of SEdA at York University, met with Manitoba ESD staff in late November 2011 along with representatives from Evergreen, Hanover, Sunrise, Seven Oaks, St James-Assiniboia, and Winnipeg

school divisions to form a discussion group around a SEdA evaluation strategy for school divisions. The question posed was "How do we know that we are successful in creating a culture of sustainability in all aspects of the school system?"

Overall, the group agreed that the SEdA Domain Framework was a good tool to measure the performance of a school division. It was recommended that the framework incorporate a few adjustments, and that work is currently underway. The framework will be

shared with SEdA participants in Ontario and Saskatchewan and with experts in Ireland, England, China, and Finland.

Once completed, this evaluation tool will be shared with all school divisions in Manitoba to support their ESD journey. It was felt that the Manitoba Eco-Globe Recognition program was a useful planner for schools undertaking their ESD action plan for the year. The SEdA being planned for the fall of 2012 will incorporate this new initiative.

Everyone's Business *(continued from page 3)*

school divisions following each survey. The ATQ reports are online at

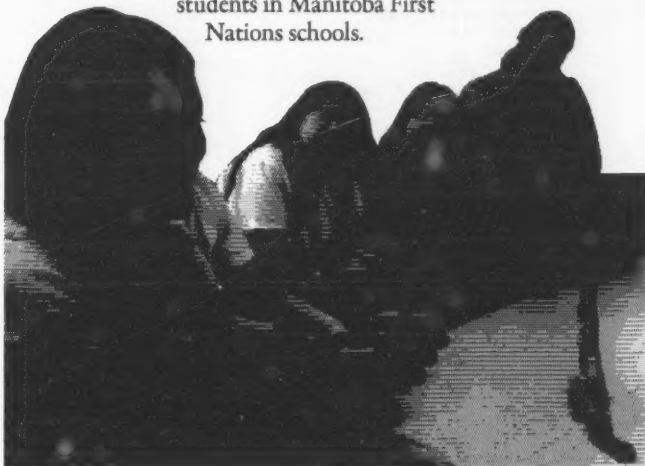
www.edu.gov.mb.ca/aed/publications.html.

- ▶ The Council of Ministers of Education, Canada (CMEC) has an Aboriginal Education Action Plan which includes a priority on data to define, collect, and share. The idea is to create a comparable pan-Canadian picture of Aboriginal educational achievement through the use of provincial, territorial, Statistics Canada, and other data. Manitoba has been lead on this priority since 2004.
- ▶ Making Education Work (MEW), a demonstration project with the Canada Millennium Scholarship Foundation, sought to improve high school graduation rates and enrolment in post-secondary institutions for Aboriginal students. The research was conducted in three provincial schools and three First Nations schools—Cross Lake, Norway House, Peguis, Selkirk, Swan River, and Thompson. The research explored the impact of community, family, academic, and career interventions. Each school worked in partnership with local Aboriginal community organizations.
- ▶ The Aboriginal Education Research Forum (AERF) is an annual forum designed to address shared understanding of the research with Aboriginal peoples and communities. The 8th Annual AERF was held on April 12, 2012. Check out www.aerf.ca for more information.

Partnerships

Manitoba Education is increasingly supportive of and engages in partnerships that enhance educational stewardship through increased dialogue with First Nations communities, Aboriginal organizations, Elders, and education, training, and post-secondary education stakeholders. Manitoba Education works diligently to improve outcomes through a number of partnerships, which include the following:

- ▶ Manitoba Education and The Assembly of Manitoba Chiefs (AMC) Working Group are working in partnership toward improving education outcomes for students in Manitoba First Nations schools.



- ▶ The Department, with the Manitoba Metis Federation (MMF) and Louis Riel Institute (LRI), has a working partnership to improve education outcomes for students in Manitoba schools through projects on learning resources development.
- ▶ Manitoba Education relies on input and advice from the Aboriginal community through the Aboriginal Education Directorate Advisory Council (AEDAC), established in April 2004. This council focuses on matters related to programming, policy, and initiatives in K-12 Aboriginal education. A second council, the Advanced Education Training and Literacy Aboriginal Advisory Council (AETLAAC), focuses on matters related to training, post-secondary education, and employment. These councils play a vital role in ensuring there is a voice from the grassroots Aboriginal community on all aspects across the education continuum.
- ▶ Manitoba Education has a partnership with The University of Winnipeg. The Shine On Initiative is intended to help increase representation of Manitoba's Aboriginal community in post-secondary education. The Department-approved school-initiated course is delivered through the U of W Collegiate to high school students who take the course on campus.
- ▶ Partnerships with the Manitoba First Nations Education Resource Centre (MFNERC) and Aboriginal Affairs and Northern Development Canada (formerly Indian and Northern Affairs Canada) include the following:
 - ▶ Alternative formats of curriculum and resources for the blind and visually impaired are provided. Memorandums of Understanding support speech language pathology and Deaf education, with a goal to building the capacity of MFNERC specialists in First Nations schools.
 - ▶ The School Improvement Project (SIP) was implemented from September 2007 to June 2009 to improve English language arts and math learning outcomes in four specific First Nations communities: Brokenhead, Long Plain, Brochet, and Fox Lake.
 - ▶ MFNERC submitted a proposal to Aboriginal Affairs and Northern Development Canada with the support of Manitoba Education and Healthy Child Manitoba (HCM) for the Education Partnerships Project. This project is aimed at positively impacting student development in Manitoba First Nation-operated schools. Manitoba Education is working in partnership with MFNERC on three activities:
 - A Model for Success – to examine the provincial assessment framework and suggest revisions for implementation in First Nations schools
 - Living for Learning – to evaluate the efficacy of private home placement programs for students who must leave their home community to attend school
 - First Nations Virtual High School – to create a sustainable service to provide web-based high school courses to remote First Nations students
- ▶ Western Northern Canadian Protocol (WNCP) First Nations, Métis, and Inuit Directors of Education involves

Western and Northern jurisdictions working together to promote and support improved outcomes for Aboriginal students/learners through shared actions related to common priorities.

- ▶ Manitoba Education is currently working with the Treaty Relations Commission of Manitoba on teacher resources for schools.
- ▶ Manitoba Education partners with Frontier School Division, Mystery Lake School Division, and other partners to address the development of Cree language resources for the classroom, as well as teacher professional learning in the area of Cree language teaching.

Support to schools

Manitoba Education continues to participate in initiatives that help educators better understand and address the effects of socio-economic conditions on student success. For example:

- ▶ The Community Schools Partnership Initiative (CSPI) funds and supports 25 project schools serving low socio-economic neighbourhoods, helping schools develop a comprehensive range of supports and approaches to meet the needs of children, youth, and families. A number of projects include BSSAP project funding, and in the 2009/2010 school year three new CSPI sites were added to include parent-child centre funding from Healthy Child Manitoba. Two administrative resources were developed to support project sites, and annual training initiatives are coordinated for project sites to meet their project needs.

Curriculum projects

Aboriginal education curriculum projects have been developed to help teachers and students increase their cultural competency and understanding of Aboriginal peoples. Such projects include the following:

- ▶ *A Journey from Cultural Awareness to Cultural Competency* is a training manual and kit that includes a four-day training component. The training manual was developed to assist teachers with useful and accessible tools that respect the cultural traditions of Aboriginal children

and their families. Manitoba Education is coordinating training with school divisions, in collaboration with First Nations schools through MFNERC.

- ▶ *Grade 12 Current Topics in First Nations, Métis, and Inuit Studies* is a full-credit, multi-disciplinary course that allows students to explore and develop skills and concepts in social studies, English language arts, the arts, geography, and law.
- ▶ *From Apology to Reconciliation: Residential School Survivors* includes new resources for the Grade 9 Social Studies and Grade 11 History of Canada curricula, which will assist teachers in providing students with culturally appropriate resources regarding residential schools. The Department has developed an interactive website that highlights the project areas. This project also includes a DVD and teacher resource guide that are currently under development. Manitoba Education will continue to respond in positive ways on the path toward healing and reconciliation that will see the opportunity to further the dialogue and expand awareness of all citizens to the true history of residential schools.
- ▶ *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes* enhances Aboriginal language, culture, and community-based student learning in Manitoba schools. Manitoba Education is focused on goals to increase student engagement and high school completion, as well as family and community engagement and educational stewardship. Due to many factors, including jurisdictional and demographic realities, this task is not easy.

Manitoba is encouraged that stakeholders are continuing to increasingly make Aboriginal education a priority. Doing so helps to create a better understanding of Aboriginal history and perspectives.

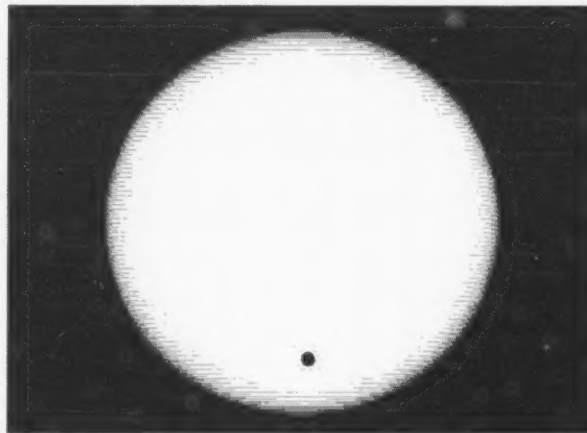
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Email: caedinfo@gov.mb.ca.

Rare Celestial Events Coming Our Way!

On Sunday, May 20, 2012, from 3:56 p.m.–9:49 p.m., there will be a partial solar eclipse visible in Manitoba. Also, on June 5, 2012, starting just after 5:00 p.m. and lasting until sunset, a transit of Venus will occur. Venus will be visible as a small black dot moving across the sun. This is an extremely rare event—the next one is in the year 2117!

WARNING: These events should only be observed using proper, but inexpensive, safety filters.

Contact Gabe Kraljevic from Manitoba Education at gabe.kraljevic@gov.mb.ca to find out how you can engage your students in learning about these events.



This is an image of the transit of Venus.

The Added Value of Learning Another Language

By Florence Girouard and Sandra Drzystek, Bureau de l'éducation française Division

In an increasingly multicultural society, language competencies and intercultural understanding are an essential part of being a world citizen. Learning another language not only exercises the brain to perform more effectively, it provides a mental consciousness and flexibility that builds intellectual character. It is a gift from which we can all benefit, and that we can offer to our children as they learn to live and work successfully as linguistically and culturally aware citizens.

John Ralston Saul, in promoting the learning of French among Canadian students, uses a corridor analogy to illustrate this point. He says that if you are unilingual, there are doors only on one side; whereas if you speak two languages, there are doors on both sides of the corridor. With two languages, there are two ways to think, two ways to perceive the world, and two ways to express ideas. Students then see things differently. Having another perspective on life, they can easily imagine that other languages exist, that there are other ways to view the world, that there are other ways to interact with the world. This allows students to become aware of their own cultural identity and to open up to other languages and other cultures. The students' identity and their self-esteem are enhanced as they become proud, engaged global citizens. This added value is complex, but life-changing.

Learning another language, however, is not an easy path; it is complicated, but rewarding. For young people to become engaged in language learning, it is important for them to have a personal connection to the language and to see the language as relevant to their lives. For this to happen, students need to become conscious of their choice to speak and to live in two or more languages. This language learning experience needs to be validated and nurtured by family, peers, and the community. Their personal growth as two-language learners and as two-language users needs to be recognized and celebrated by everyone in their immediate environment in order for them to feel validated for having chosen this path. The school and teachers need to have students talk about their language learning experience; students—adolescents especially—need to be commended and encouraged to go further by taking responsibility for their language learning and living in both languages. To further inspire them, they need to be exposed to people who have walked the walk and can talk the talk. Their family, peers, and community can support and honour language learning by participating in cultural activities and by organizing community events.



Another way to validate the experience of second language learning is to expose students to other languages, and to encourage them to learn a third language. Second language learners are often the ones who choose to learn other languages and, consequently, their perspective on life evolves even more. Adding another language and thereby opening up to another culture is now more familiar and enticing. The corridor now becomes multifaceted and *imagining the other* becomes endless. Learning languages becomes even more a part of who they are.

In learning languages, students learn to communicate in different ways, develop their capacity to learn other languages, and explore different world views in relation to their own. For all of us, learning languages is a vehicle to becoming a global citizen with a sense of self and openness to others. It is important for all to consider the value of language learning.

What role does language learning have in your life, in the lives of your children, of your family, or of your students?

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Inclusion and Aboriginal Education

Discarding the Masks and Barriers in the Way of Student Potential

By Kevin Lamoureux

In collaboration with École River Heights School of the Winnipeg School Division, I recently produced *Inclusion*, a document for the school community on the topic of Aboriginal perspectives and education. This document is intended to be a starting point for teachers who may feel unsure of how to begin working towards including Aboriginal perspectives in daily school activities. It will serve as a summary of some of the foundational understandings of our rich, diverse, and complex history, which all Manitobans should have.

Most importantly, this document is based on the premise that Aboriginal education should begin with a common goal that all educators can relate to and feel a part of. By focusing on the goal of providing all students with the opportunity to succeed, we believe that we have a vision that draws us all together as conscientious educators, rather than isolating those who have yet to find their comfort level with this still very new mandate.

Since our identity here in Manitoba is tied so inseparably to our relationship with the First Nations signatories to the treaties that made Canada possible, to the Métis communities who stood alongside the French and First Nations ensuring that the political body of Manitoba would not be ignored by an emerging nation, and to the many diverse Aboriginal families woven into the cultural fabric of our province, Aboriginal education should be about the success and enrichment of all Manitobans.

Profile Kevin Lamoureux

Kevin Lamoureux is an Instructor in the University of Winnipeg's Faculty of Education and for its ACCESS Education Program. He is a Ph.D. candidate in Gifted and Talented Education through the University of New England (UNE) in Armidale, Australia, where he also completed his Master's degree in the same area. Kevin works closely with schools and school divisions throughout Manitoba in support of Aboriginal education and the inclusion of Aboriginal perspectives. He has published many articles and chapters on the

From that starting point, we also wanted to offer teachers some discussion points from the ever-growing body of literature regarding multicultural education. Since we believe that most teachers will be comfortable with the goal of providing all students with the opportunity to succeed, it is important that we also share an understanding of, and sensitivity to, the ways that culture can act as a barrier to school success or talent.

All teaching takes place within the context of culture. While teaching at the university, I often ask my students whether or not Canada has a culture. When we have an opportunity to discuss what culture really is beyond the obvious and sometimes stereotyped markers of dance, food, and costume, it is easy to see that any time a group of people behave in a way that simply seems normal to them, they have adopted a culture.

Culture is all around us at all times and is ever-changing. Culture varies across the socio-economic spectrum, between rural and urban, between old and young, and of course between ethnicities. It is easy to see culture in other less familiar people when they eat strange foods, speak in strange languages, or wear strange clothes. It is not always as easy to see that we too are immersed in a culture. We also eat the strange foods, speak the strange language, and wear the strange clothes of our culture.

All teaching takes place within the context of a culture, and this is not a bad thing. I am quick to remind my students that the culture they have is as beautiful as any other, and that if culture has afforded them any privilege in their lives it is because someone cared for them and worked very hard to provide that opportunity.

Multicultural education is not about abandoning or diminishing one's own culture, but rather about expanding a perspective to be inclusive of the perspectives of others. This is not something we do out of pity, but out of mutual respect and a desire to see all students be successful in the classroom. It is the exercise of recognizing that cultural diversity may appear as a deficit, but it is in fact an opportunity to expand one's perspective and enrich learning. It is the effort we make to recognize that students who are not of our own culture are not only working towards academic success, but also towards saving face in a system that reflects a set of norms, assumptions, and beliefs that are unfamiliar.

Aboriginal education is about making the unfamiliar familiar as a part of a wonderful social movement to reclaim our shared heritage and history. It is about classrooms where all students can succeed and achieve their potential.

subject of Aboriginal education, at-risk children and youth, gifted education, mentoring, and creativity. He is the senior author of *Mentoring in a Canadian Context* (published by the Institute of Urban Studies), the recent recipient of the International Centre for Innovation in Education (ICIE) Young Scholar Award, and UNE's Merit award for outstanding academic performance. As a member of the Faculty of Education's ACCESS community, he works directly with pre-service teachers preparing for careers in the inner city.



Building Student Success With Aboriginal Parents

Since the 2004/2005 school year, Manitoba Education's *Building Student Success with Aboriginal Parents* program (BSSAP), under the direction of the Aboriginal Education Directorate, has helped to strengthen the engagement of Aboriginal parents and extended family in various aspects of their children's education.

The program provides funding support to approximately 50 schools across the province. These schools have undertaken a variety of activities to create welcoming schools that build trusting relationships and support parental involvement in a range of educational activities. Several examples of the good work taking place across the province are profiled below.

Wapanohk Community School (Mystery Lake School District)

By Bonnie Rempel

At Wapanohk Community School in Thompson, Manitoba, BSSAP has made a tremendous difference for students and parents by enabling the school to provide extra programming, such as the FAST (Families and Schools Together) program, FAST WORKS, the breakfast program, Family Literacy Night, Parent Coffee & Chat, Mini Winter Festival, and the Outdoor Land Base Education program. All these programs/initiatives promote and encourage parental involvement, welcoming them into the schools and encouraging them to become involved in their child's learning. Many opportunities arise from these programs to incorporate the expertise of many parents, which not only provides leadership qualities but also develops a strong sense of community.

Margaret Park School (Seven Oaks School Division)

By Cynthia Dutton

At Margaret Park School, the focus has been to engage children and their families in experiences that are rich with connections to First Nations and Métis stories, traditions, and the perspectives of Elders in the community. Guest artists, dancers, storytellers, musicians, and Elders have been invited to share in classroom activities and assemblies. Families of all cultural backgrounds have enjoyed the evening Aboriginal learning events and field trips.

The Seven Teachings have become a regular part of the language used to help children take responsibility for their actions and the way they relate to others. This is referred to as Rays of Respect programming. This work has encouraged parents to be involved in sharing crafts, teachings, and their own stories. The result is that everyone is learning together!

Wanipigow School (Frontier School Division)

By Yvonne Barker

Many events are held at Wanipigow School to encourage parental involvement. In September, there is a gathering for parents and teachers to meet and greet as well as to celebrate the harvest season with an annual corn feast.

The Elders program also continues to be a success with all students and teachers. Building positive relationships with students is a strong focus of the program. Elders can be found visiting or working in classrooms, participating in a sharing circle with a group of students, or teaching beading, knitting, cooking, or sewing. Some Elders help with the Immersion Program and support the coordinator in translating books into Ojibwe. Including Elders in the school community has been an extremely positive and rewarding experience.

David Livingstone School (Winnipeg School Division)

By Dennis Perron

Through the BSSAP program, David Livingstone School has become a more welcoming place for parents of students. Teachers have increased their knowledge of traditional Aboriginal teachings through professional development activities. Staff and parents embarked on retreats to Gimli, to Windy Hills, and to view petro-forms in Whiteshell Provincial Park. The community sees the school as a place where traditional values are respected and parents are welcome. Many Aboriginal presenters and Elders have run programs in the school for students that have often included parents. Parental attendance at student-led conferences has shown a steady increase, with nearly 90 percent of families attending the most recent conference. Parents are seeing themselves as important partners in the education of their children.

Education

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The newsletter includes articles from the education community and from Manitoba Education. Signed articles appearing in this magazine express the views of their authors and not necessarily those of the Department.

Distribution:

Education Manitoba is distributed free to schools in Manitoba. This newsletter can be viewed online at www.edu.gov.mb.ca/k12/newsletter/. A similar document has been developed by the Bureau de l'éducation française Division for the Français and the French Immersion Programs.

Contact Information:

We invite contributions to *Education Manitoba*. When forwarding submissions, please include your name and telephone number, and send materials in print and electronic formats to:

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